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ABSTRACT

Although most schools use some type of character-education program, a select number do an exceptional job in fostering their students' development of character, values, and ethical judgment. An overview of how these schools achieve this excellence is offered here. The text assesses the programs used by the schools, and each chapter summarizes research findings, analyzes their validity, and then synthesizes the best ideas for possible implementation by school practitioners. The goal is to use the emerging theoretical research on character education programs to inform practices. Chapter 1 provides an introduction to character education, using a philosophic explanation of the terms used throughout the book, whereas chapter 2 features a brief historical background of character education. Chapter 3 presents the most common answers regarding these programs, and chapter 4 highlights some drug-education programs. Chapters 5, 6, and 7 focus on motivational, self-esteem, and guidance programs; teaching techniques that promote character development; and how discipline programs are used to promote character development. Chapter 8 explains citizenship programs in the Blue Ribbon Schools, and chapter 9 highlights the evaluation of character-development programs. Three appendices explain the Blue Ribbon Award program, list the Blue Ribbon Schools cited in the book, and provide further references. (RJM)

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